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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

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FROM:		EXTENSION	NO.
Chairman, Language Development Committee			DTR-5648
STAT			DATE 29 OCT 1970
TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS
	RECEIVED	FORWARDED	
1. Director of Training			HLZ
2. STAT			
3. DDS Representative/ Language Development Committee	Oct 30, 70	for	
4.			
5. Acting Deputy Director for Support			HLZ
6. Chief/RCB/DDS 712 Mag. Bldg.			
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13.	EO-DD/S (21 Jan 71) Distribution:		
14.	Orig - C/RCB w/orig of DD/S 70-4365 1 - DD/S subject w/cy of DD/S 70-4365 1 - DD/S chrono		
15.			

5 to 6:

Request this draft be edited and coordinated. Your transmittal to the coordination points should include a statement that "this draft was recommended by the Language Development Committee and each member of the Committee has obtained the concurrence of his principal."

Please return to me a copy of edited draft that you are coordinating so Mr. Coffey can bring up at the Deputies' meeting on Wednesday, 27 January 1971.

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DD/S 70-4365: Memo dtd 29 Oct 70 to D/TR fm Ch7 Language Dev. Com., subj:

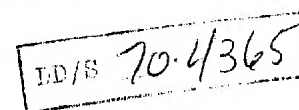
Revision of [redacted] CIA Language Incentive Awards Program

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29 OCT 1970

MEMORANDUM FOR: Director of Training

SUBJECT : Revision [redacted] CIA Language
Incentive Awards Program

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1. Attached is the revision of [redacted] CIA Language Incentive Awards Program, as approved by the Language Development Committee. The Committee requests that the proposed revision be coordinated only with the Deputy Directors.

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2. The members also request that, if possible, the current regulation, dated 12 June 1970, be rescinded immediately. Experience of the past four months has shown that the wording of the existing regulation is too general, with the result that many claims are being made by and for individuals who are not qualified thus creating unnecessary administrative problems. In addition the high cost of the program, buried within the system of step increases, prohibits our applying it to all languages.

3. The Committee considers the current incentive program to be inadequate since it is meant to encourage only the study of "hard" languages when, in fact, Agency managers need to encourage the study of any language that is in short supply. While the assumption that study of "hard" languages must be encouraged is valid, the Agency's language data base reveals that our needs are not limited to "hard" languages. A comparison of stated language position requirements and actual proficiencies reveals that few CS Area Divisions have sufficient resources to meet even the modest requirements so far identified. Only in 17 out of 57 distinct needs listed by the CS Area Divisions and Staffs do we have sufficient skills to meet these needs. A good example of the problem may be seen in the case of Spanish: the CS has 238 requirements for Spanish as opposed to a bank of 577 skills; yet, due to the distribution of the individuals with these skills, the WH Division is short by as many as 225. This figure, based on a three-to-one ratio which assumes that it takes three individuals to keep each language position filled, is probably quite sound given the fact that 242 of the 577 skills are identified

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Incentive Awards Program

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with employees who have limiting assignment characteristics, being either women, clericals, over 50 years of age, in the 45 to 49 age bracket, or in the supergrade category. Also, among the remaining 335, important but unknown factors may exist such as medical holds, unacceptability for or unwillingness to accept assignment overseas which further reduces the number actually eligible. Even in our most common language, French, the Agency cannot fill its modest requirements. While there is a total of 614 tested skills and only 195 requirements, 327 individuals with the necessary skills fall into the "limiting factors" category. The shortage in French is calculated to be close to 200 proficiencies.

4. Since we are going to open the incentive program to all languages, it is the opinion of the Committee that cash payments for achievement should be less costly than the accumulative effect of step increases but enough of a monetary incentive to push the development of new skills. Instead of granting an LPSI of approximately \$500 for achieving the elementary level of a "hard" language, which would continue to be factored into PSIs and promotions for the remainder of an awardee's Agency career, a one-time cash award of \$600 to \$800 would be paid for that same achievement in any incentive language. The largest payment possible under the new regulation for one language would amount to \$3,500 and that would be for attaining four levels, up to fluent in a "hard" language. The accumulative effect of a step increase could in given circumstances cost as much as \$15,000 or more.

5. In revising [] we have built in controls at the executive level of the Agency and have specified the criteria for an employee's participation, including the probability that an individual designated as a participant in the incentive program will be assigned to a position in which the awardable language will be used. We have retained the basic principle of the current regulation in that incentive awards will be granted only for achievement of skills; there is no recognition for one's maintaining a proficiency.

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Chairman, Language Development Committee

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4. CIA LANGUAGE INCENTIVE PROGRAM

a. GENERAL. The CIA Language Incentive Program is intended to encourage achievement of skills in selected foreign languages.

b. POLICY

(1) To help upgrade the foreign language capabilities of Agency employees and to assist Deputy Directors in satisfying the foreign language requirements of their Directorates, Language Proficiency Cash Awards (LPCA's) (see schedule -- Attachment A) will be granted for achievement of language proficiencies.

Awards will not be granted solely as a bonus for possession of foreign language proficiency.

(2) Any language for which a Directorate finds it necessary to encourage study in order to meet its language requirements may be designated as an incentive language. Each Directorate, in coordination with the Language Development Committee, will draw up its own list of languages. These lists will be reviewed annually by the LDC.

(3) LPCA's will be granted after a designated participant has been tested and certified by OTR as having achieved for the first time an awardable level of proficiency in an incentive language or for having progressed from a previously established and recorded proficiency base to a higher proficiency level in the designated

language. Awards will be made for achievement in the Comprehensive (RSU) program or in the Specialized (Reading, Speaking or Understanding only) program. An award may be earned only once for each awardable level of proficiency achieved in the same foreign language.

- (4) After receiving the award for which he was designated, an employee must be redesignated to the program to be considered for further awards.
- (5) Employees who have been designated as participants in the Program and who are in formal language training will be tested for proficiency only at the end of their training to determine eligibility for awards. Other designees to the Program may be tested when their supervisors believe an awardable level has been reached. A participant who has reached two or more levels without receiving an award may qualify for two achievement awards at the same time.
- (6) The definitions of proficiency levels and language groupings developed and published by OTR will be the criteria for testing and certification.

c. ELIGIBILITY

- (1) To be designated a participant in the LPCA Program, there should be the probability that an individual will be assigned to a position

in which the language will be used.

- (2) Staff employees, staff agents, career agents and other contract personnel, with grades through GS-15 or equivalent who are selected for participation in the Program, are eligible for consideration for LPCA's provided they have:
 - (a) Been designated as participants before beginning training or self-study;
 - (b) Recorded in Agency records a tested or certified proficiency level in the specified language at the time of designation as participants;
 - (c) Been certified, as a result of an OTR-administered test or another test approved by the Director of Training, as having achieved an awardable level.
- (3) Those who are studying a language at the time it is designated as an incentive language are eligible for awards only for progress made after they have been designated participants in the Program. No awards will be granted for language skills achieved prior to the designation of a language as an incentive language or prior to the designation of an employee as a participant in the Program.
- (4) Personnel who qualify for awards while overseas must await certification until their return to Headquarters and testing.
- (5) Those personnel participating in the Program for more than 90

days prior to the effective date of this regulation will receive the benefits provided by dated 12 June 1970. However, only one additional LPSI will be granted under the previous regulation. Subsequent awards will be made as defined in this regulation.

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d. RESPONSIBILITIES

(1) Operating Officials will

- (a) Initiate the form (Attachment B) recommending an employee for participation in the Program.
- (b) Authorize the granting of LPCA's.
- (c) Provide funds for awards granted within their components

(2) Deputy Directors will

- (a) Identify incentive languages for their Directorates.
- (b) Approve selection of Headquarters and overseas participants in the Program, basing selection on current and projected language requirements of their Directorates.

(3) The Director of Training will

- (a) Establish proficiency criteria for LPCA's.
- (b) Verify the beginning proficiency level of personnel designated to the Program.
- (c) Test and certify the language proficiency of employees and report the results to the appropriate Directorate.

- (4) The Director of Personnel will
 - (a) Authenticate the action authorizing LPCA's and notify the Heads of Career Services of all such action.
 - (b) Maintain records of participants in the Program and of cash awards granted.
 - (c) Provide statistical reports on the Program for the LDC.
- (5) The Language Development Committee will
 - (a) Assist Deputy Directors in identifying and designating incentive languages.
 - (b) Review annually the lists of incentive languages.

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LANGUAGE INCENTIVE PROGRAM

Schedule of Cash Awards

Skill	Comprehensive (RSU)*				
Level	1	2	3	4	5
Languages					
GROUP I	--	\$400.	\$600.	\$800.	--
GROUP II	--	\$600.	\$800.	\$1000.	--
GROUP III	\$500.	\$800.	\$1000.	\$1200.	--

*Awards can also be earned for achieving proficiency levels in the Specialized (Reading, Speaking or Understanding only) program. These awards will be one-half of the Comprehensive (RSU) awards. No award will be made for Understanding when any other award has been made in the same language.

Awards for the Comprehensive program will be determined by the level achieved in speaking.

LPCA's are cumulative, e.g., a participant, with no language proficiency, designated to achieve a 3 level of a Group II language could earn \$1400.

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LANGUAGE PROFICIENCY RATINGS

LANGUAGE PROFICIENCY RATINGS

Attached are the criteria which an Agency employee must satisfy in order to be rated at a particular proficiency level. The demonstrated (tested) ability of an individual to cope with the criteria for each level will be the determining factor in rating his proficiency. The levels described are based upon a relative scale of 0 through 5, where 0 reflects no practical proficiency and 5 equates with an educated native-born individual.

The rating scales described have been developed to provide a meaningful method of characterizing the desired language skills of Agency personnel. Unlike academic grades, which measure the achievement in mastering the content of a prescribed course, the ratings are based on the absolute criterion of the command of an educated native speaker of the language.

The definition of each proficiency level has been worded so as to be applicable to every language; obviously the amount of time and training required to reach a certain level will vary widely from language to language, as will the specific linguistic features of the language involved. With this reasoning, persons with a "3" (Intermediate) rating in both Chinese and French, for example, should have approximately equal linguistic competence in the two languages. In the upper levels, stress is placed on accuracy of structure, precision of vocabulary sufficient to be both acceptable and effective in dealings with the educated citizen of the foreign country, and cultural nuances, as well as fluency.

All ratings except the "5" level may be modified by a plus (+), indicating that proficiency substantially exceeds the minimum requirements for the level concerned but falls short of those for the next higher level.

ORAL/AURAL SKILLS
(S)

<u>Level</u>	<u>An individual must be able to:</u>
1 (Slight)	Satisfy minimum courtesy requirements, usually with frequent errors and with sharply limited vocabulary. Handle simple situations of daily life and travel, such as getting temporary lodging, asking and giving simple directions, ordering a plain meal, and making purchases. Pronounce the language at least well enough to be understood by a native speaker accustomed to dealing with foreigners. Understand simple questions and statements, allowing for slowed speech, repetition, or paraphrase.
2 (Elementary)	Satisfy routine social demands, such as formal introductions and casual conversations about current events, work, and autobiographical information. Converse confidently, if not with facility, with people he deals with in the course of daily activities. Use basic constructions accurately, with acceptable weaknesses in more complex structures and some deficiencies in vocabulary. Pronounce the language generally intelligibly, though occasionally producing misunderstood words or phrases. Get the gist of most conversations on general subjects which require no specialized knowledge.
3 (Intermediate)	Speak with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in social, professional, and other daily situations. Respond in unfamiliar situations with reasonable ease, using a vocabulary broad enough so that he rarely has to grope for a word. Speak with good control of grammar, making occasional minor errors which do not interfere with communication. Pronounce the language with an accent which, though obviously foreign, is always understandable. Comprehend most of what is said at a normal conversational rate of speech.
4 (High)	Use the language fluently, idiomatically, and accurately in all non-technical situations, with extensive and precise vocabulary, nearly perfect grammar, and an accent closely approximating that of native-born speakers. Understand the content of all conversations and formal presentations within the range of his experience, missing only those further refinements mentioned in the "5" category.
5 (Native)	Use the language in a manner equivalent to that of an educated native-born speaker. Speak fluently and accurately in all practical and social situations, and freely and idiomatically in his special fields. His speech on all levels will be fully accepted in all of its features, including breadth of vocabulary, idioms, colloquialisms, and pertinent cultural references. Understand all non-technical conversations and formal presentations, as well as technical discourse in his field.

READING COMPREHENSION
(R)

Level

An individual must be able to:

- | | |
|------------------|--|
| 1 (Slight) | Read basic material consisting of uncomplicated sentences and phrases concerning common everyday activities. |
| 2 (Elementary) | Read factual material on non-technical subjects, such as simple news stories and routine correspondence. Comprehend the most commonly used structures and idioms. |
| 3 (Intermediate) | Read most newspaper items, as well as social, political, and economic material written for the general public. Comprehend the more complex structures and low-frequency idioms with some difficulty. |
| 4 (High) | Read difficult prose on general subjects, such as editorials. Read all styles and forms of the language except those further refinements included in the "5" category. |
| 5 (Native) | Except for highly specialized or technical material, read anything in the language, including subtleties, innuendoes, literary allusions, slang, and newspaper headlines. |